Stress Coping Strategies Adopted by School Administrators at Elementary Level

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Abstract

Stress is basic to life whether we are wealthy, powerful, good looking, happy, employed or unemployed. Stress is experienced by all in their everyday lives in a wide variety of situations and settings, in the family, in school and on the job. Sometime it continues for a long time. Sometimes it is intense and sometimes it is mild. It varies across time in a particular individual and it varies between individuals. An experience that is stressful for one person may not be stressful for another, and may even be exciting or challenging for still another.

People experience stress while taking a difficult examination, going to a dentist, being stuck in traffic, losing a job, moving to a new community, entering a parenthood, losing a spouse through divorce or death, or retiring from a career. We often have people say they are "under lot of stress", usually meaning that they feel unable to deal with the demands of their environment and they feel tense and uncomfortable. We understand the meaning because majority of the people have had similar experience, which are labeled stressful (Robbin, 1998).

The dynamic nature of culture makes it imperative that we seek education. Pakistan's commission on national education rightly observed that education is a complex and highly specialized filed. In this field, teacher plays a vital role in behaviors modification and academic progress of students. He always keeps in mind the individual differences, attitudes and aptitude of the students.

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The present state of the teaching profession is one of confusion, dissatisfaction, and failure. Teachers have a wide range of meanings, when they use the term *stress* and they accept or deny existence of stress in themselves or in their colleagues. Some teachers/administrators define stress as an anxiety, fear, inability to cope, frustration and unhappiness while others associate stress with personal weakness and professional competence (Seley, 1983).

Key Words: Stress, Coping, Job Burnout, Eustress

Introduction

According to Feldman (1996), the response to events that threaten or challenge a person whether it be a paper or exam deadline, a family problem or even a cumulative series of small events.

According to Lazarus, stress is state we experience when the demands that are made upon us cannot be counterbalanced by our ability to deal with. (Johns, 1997: p15)

The Terminology Related to Stress
Eustress

Seley 1983 pointed out that the sources of stress need not be bad. Stress need not to be bad. For example receiving a bonus and then having to decide what to do with the money can be stressful, so can getting a promotion, gaining recognition, getting married, and similar "good" things. Seley called this type of stress eustress. As we will see later, eustress can lead to a number of positive outcomes for the individual.

Distress

Of course, there is also negative stress, called distress. This is what most people think of when they hear the word "stress". Excessive pressure, unreasonable demands on our time and bad news all fall into this category. As the term suggests, this form of stress generally results in negative consequences for the individual.

For purpose of simplicity, we will continue to use the simple term "stress" throughout this chapter. But as you read and study, remember that stress motivate and stimulate us, or it can lead to any number of dangerous side effects. (Moorhead, 2001: 223)

Stress

The stress in faculty of higher education is one of the highly touched areas of academicians and researchers (Hui & Chan, 1996, Cole & Walker, 1989; Dunham, 1992; Kyriacou, 1987). Number of stress related issues such as burnout is considered important study area in literature.

Dictionary delineates stress as any stimulus that "disturbs or interferes with the normal physiological equilibrium of an organism" and as "physical, mental, or emotional strain or tension" (Duke 1990).

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Robbins (1996) defines stress as a "dynamic situation of an individual, where he faces an opportunity, constraint, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important".

Rocca & Kostanski (2001) attempted to study relationship of burnout and job satisfaction and concluded that "employment status does not impact too greatly on the issues of job satisfaction and burnout. However, certain facets of job satisfaction (i.e., operating conditions, nature of work and rewards) across all employment status groups influence components and levels of burnout within secondary teaching".

The nature of profession is exposed to number of external strains along with internal pressures, which ultimately causes numerous types of stress. As Kinicki & Kreitner (2001) pointed out that "stress is an adaptive response, mediated by individual characteristics and psychological processes, that is a consequences of any external action, situation, or event that places special physical and/or psychological demands upon a person."

Kyriacou & Sutcliffe, (1978) have reported number of other stress definitions in reference to literature like, unpleasant emotions experienced by faculty as a result of the pressure of work "a procedure of behavioral, emotional, mental, and physical reactions caused by prolonged, increasing or new pressures which are significantly greater than coping resources". Citing to Dunham's, 1992, Kyriacou & Sutcliffe narrated few contributing factors of faculty stress such as expectation of future demands and eagerness to deal with them, their overall preparation and ability to handle work pressure.

Complexity in Defining Stress

The multidimensionality of stress is described by various definitions, which lead to scholarly complexity, characterized by three interrelated aspects of stress: environmental demands, adaptive response and individual differences (Kinicki & Kreitner 2001). The complication in defining stress is primarily avoided by Lazarus' (1997) description about the stress that it is situation we are involved in when the demands on us are perceived to be exceeding the ability we have to perform the task.

Another important aspect of stress is highlighted in the definition of Moorhead & Griffin (2001) as "stress is caused by a stimulus, that the stimulus can be either physical or psychological, and that the individual responds to the stimulus in some way. Here, we define stress as a person's adaptive response to a stimulus that places excessive psychological or physical demands on him or her".

Fleet Van (1991) has successfully tried to compose the various definitions of stress into a single meaningful definition that "stress is a person's adaptive response to excessive psychological or physical demands caused by some stimulus". Mason (as cited in Green Burg, 2002, p. 9) has attempted to bring forward different components of stress such as: stimulus, response, whole spectrum of interacting factor, and stimulus-response interaction. According to Joseph's (2000, p.15) definition, the "stress is an excess of demand made upon the adaptive capacities of the mind and body."

Major Types of Stress

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- **Eustress**

Selye (cited in Kinicki & Kreitner, 2001. p.588) tried to construct a distinction between stressors and stress reaction of both types; positive being beneficial and negative causing harm.. He used the term "Eustress" for the stress having positive outcome and strengthen the person's ability to perform more effectively. He exemplified the getting of an award in front of the large crowd, accomplishing a difficult task and winning a tricky match as stressors that fabricate Eustress. Selye described stress as foreseeable in practical life and recommended to manage it rather skipping it. In lieu of Selye approach, George et al (1995), describes Eustress as "positive or pleasing stress to which the body tends to adapt". Among the advantages of Eustress, George et al reported personal growth, improvement of performance at workplace, and consequently a positive outcome.

- **Distress**

Moorhead and Griffin, (2001.p.223) narrated "Distress" as type of stress having negative outcome.   Distress is categorized with number components as extreme pressure, perverse demand on awkward times, and unhappy news. This type of stress generally results in depressing consequences for the person. As George et al (1995), referred Distress as "a condition, when body tries to adjust in negative stress with disease, meager performance, and spoiled interpersonal relationships". a person, having failed to cope with stress, may indulged in long term harmful effects of the stress.

- **Burnout**

Literature has paid much focus on various dimensions of burnout, its implication and proposed remedial measures. Primarily burnout is defined as set of symptoms of total physical and emotional collapse with psychological, psychophysiological, and behavioral aspects. Among the indicators of burnout, include cynicism, rigidity, fear, decreased sense of humor, increased physical complaints, self-medication, and social isolation (George et al 1995). The peoples involved in social services or human welfare like teachers, doctors, lawyers, nurses, social workers and police officers are likely to suffer this chronic condition of burnout. More attention of academicians is required to set clear lines between stress and burnout, their meanings and implications. Conceptual clarification and terminological standardization is also reported as need of future research (Freudenberger, 1981, Moorhead & Griffin, 1999, p.234).

Burnout is characterized by emotional exhaustion and a combination of negative attitudes, which occurs over the longer period of time. Kinicki, & Kreitner, (2001, p595) in a magnificence way, specified the overall scene of burnout as a stress-inducing common problems among members of "helping" professions such as teaching, social work, human resources, nursing, and law enforcement.

- **Organizational Processes**

Table: Attitudinal characteristics of Burnout*

Attitude	Description
Fatalism	A feeling that your lack control over your work.

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Boredom	A lack of interest in doing your job.
Discontent	A sense of being unhappy with your job.
Cynicism	A tendency to undervalue the content of your job and the rewards received
Inadequacy	A feeling of not being able to meet your objectives.
Failure	A tendency to discredit your performance and conclude that you are infective.
Overwork	A feeling of having too much to do and not enough time to complete it.
Nastiness	A tendency to be rude or unpleasant to your co-workers.
Dissatisfaction	A feeling that you are not being justly rewarded for your efforts
Escape	A desire to give up and get away form it all

*SOURCE: Kinicki & Kreitner, (2001,p 596) - *Adapted from D P Rogers, "Helping Employees Cope with Burnout, " Business October-December 1984, p 4.*

Togia, Koustelios and Tsigilis, (2004) reported the deficiency of literature in treating job satisfaction and burnout as unidimensional approach. Therefore, considerations for individuals work condition, which contribute to burnout and satisfaction is needed and multivariate approach is suggested to understand their associations.

Occupational Stress

It refers to the incapability of worker to respond to the dynamic work requirement. Work-related health problems are generally caused by occupational stress and considered as one of ten leading health problems.   Stress disorders have negatively impacted the industry, causing loss over US$ 150 billion because of decreased productivity, absenteeism and incapability. (Blix, Cruse, Mitchel & Blix 1994). By working on occupational stress, we can make substantial improvements in teachers' ability of faculty, overall graduates learning outcome and quality of education. The class sizes, conditions of class rooms and academic burden of faculty contribute a lot in the productivity of university faculty (Rocca & kostanski 2001).

Occupational stress is one of the largely discussed areas by various educationists, researchers, psychiatrists, physicians and management gurus. They have highlighted different sources and symptoms of stress faced by various professionals. Dictionary gives definitions of occupational stress as "any stimulus that disturb or interferes with the normal physiological equilibrium of an organism and as physical" (Duke 1990). Griffin (1990.P.584) defined the stress as "an individual's adaptive response or physical demands on that person and stimulus that induces stress is usually called a stressor. Stressors can be either psychological or physical."

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Occupational stress is the result of individuals to know alarming issue in their work environments. Obviously it is stress on the job, which occurs in a person. The worker when involved in problem, bring occupational stress as results on the floor (Arnold & Feldman, 1998.p.459). In the case of university teachers, the occupational stress is described as "university teaching is a consistently reported to be a satisfying profession by its practitioners being a professor is accompanied by a certain trait with low occupational stress" (Greenberg 2002, p.271).

Greenberg (2002, p.271) has found that "many teachers are now under stress due to fact that teaching profession is not well paid and promotion chances are limited and particularly at the university level where teacher has to face very challenging and demanding tasks". Hence occupational stress is the composite of different sources of stress at university workplace, faculty characteristics and extra institutional stressors. Greenberg (2002, p.271) has described the several sources of occupational stress such as intrinsic to the job, employee's role within the organization, relationship at work and atmosphere of the institutes.

Categories of Stressors

- Organizational stressors.
- Personal stressors.
- Environmental stressors.

Different Organizational /Job Stressors

- Role conflict.
- Role ambiguity
- Over and under load stress.
- Responsibility for others.
- Lack of social supports.
- Lack of participation in decisions.
- Poor performance appraisal.
- Working conditions.
- Organizational changes.
- Career development
- Home/work interface.
- Unclear job specification.
- Poor pay, status and promotion prospects.
- Long or unsocial able hours.
- Unrealistic expectations. (Joseph, 200: pp: 24-26)

The Most Common Symptoms of Stress

Physical Symptoms:

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- Headaches
- Heart disease
- Palpitations
- Hypertension
- Mail biting
- Peptic ulcer
- Neck and backbone pain
- Loss of appetite
- Indigestion
- Diabetes mellitus
- Loss in weight
- Cold fingers and toes
- Pulse rate
- Blood pressure
- Erythrocyte sedimentation rate
- Somatic complaints

Psychological Symptoms

- Job dissatisfaction
- Boredom
- Anxiety
- Depression
- Irritation
- Self esteem
- Occupational and general fatigue

Mental/Emotional Symptoms

- Increased arguing
- Relationship problems
- Food craving
- Night mares
- Fighting spouse, boss
- Anger

Behavioral Symptoms

- Felling unable to cope
- Difficulty in decision making
- Constant tiredness

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- Lack of internet in hobbies
- Difficulty in concentrating
- Loss of sense of humor
- Suicide
- Accidents and errors, with harm to others
- Impaired interpersonal relations

(Goldberger.1982: p, 428-429)

According to pearling and schools (1978), coping refers to things people do to avoid being harmed by life strains. At the heart of this concept is the fundamental assumption that people are actively responsive to forces that impinges upon them. Since many of these impinging forces are social in their origins the understanding of coping is a prerequisite for understanding the impact that societies come to exist on their members.

The concept is being used to refer to any response to external life strains that serves to prevent avoid and control distress. Thus we regard coping as separable both from the life strains experienced by people and from the state of their emotional life.

According to Hazarus (1996), coping as defined as constantly changing cognitive and behavioral efforts to manage specific external or internal demands that are taking which exceed a person resource.

In Webster's Third Unabridged Dictionary coping means to maintain a contest or combat usually on equal terms or even with success or to fact encounter or overcome problems and difficulties.

Coping with Stress

There is no way to avoid stress. But avoiding it may not be necessary. The amount of stress you face isn't nearly as important as how you deal with. If you can learn to treat stress in the right way you can defuse it.

Psychologists have concentrated much of their effort on training people to cope directly with their stress. Coping does not always come naturally. It is a skill that must be learns and honed like any other skill.

Coping consists of efforts to control reduce or learn to tolerate the threats that leads to stress. There are several coping techniques that encompass attempts to control one's psychological responses to stress including meditation progressive relaxation, feedback and exercise.

Reducing Stress

The daily hassles and stress reactions influence each other. Both have important implications for successful coping.

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Lazarus demonstrates the process a person goes through when faced with a life event. Meditation is a learned technique for refocusing attention that brings about an altered state of consciousness.

In progressive relation, various muscular groups are alternately tensed and then relaxed bio-feedback is a procedure in which a person learns to control internal physical physiological process. In entails the use of electronic monitoring devices that provide continuous feedback regarding the physiological response in questions. Physical exercise and a change in diet are also effective techniques for

There are three key features:

1   A life event is not a problem unless we apprise it as such primary appraisal we want our primary appraisal to be realistic so that we attend to legitimate problems and threats but do not over burden with events that must be accepted as part of life.
2   When a life is appraisal as problem co threat and results in stress the negative effects of this stress can be moderate with a secondary appraisal that results in a self-perception of efficiency and competence.
3   A successful coping response will serve to further control and minimize stress. An unsuccessful coping response should promote us to reappraise the life event or to try different coping strategies. (Chris L.Kleinke, 1983, p15)

Types of Coping

1.   Problem Focused Coping

Problem focused coping seeks to modify or eliminate the sources of stress (destroying an alcoholic husband liquor supply) to deal with the tangible consequences of problem (taking over family responsibilities when the head of the household is ill) or activity to change the self and develop a more satisfying situation (learning new skills and enhancing independence.)

2.   Emotion Focused Coping

Emotion focused coping includes responses whose primary function is the mange the emotion aroused by stressors and there by maintain effective equilibrium. It can provide the resources necessary to handle a problem (mediating to reduce anxiety may help one in studying for an exam expressing tension by crying or shouting may elicit advice about alternative ways of handling a problem.

3.   Religious Focused Coping

Religious focused coping can be considered as relevant to emotion focused coping one might turn to religion when under stress for wide reason religion might reserve as source of positive reinterpretation and growth as a tactic of active coping with a stressors.

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Methodology

To find the strategies adopted by he educational administrations to reduce the stress. So the target was to obtain the opinion of the educational administration of middle schools. We applied the questionnaire to know about he sources of their stress, consequences of their stress and the strategies, which they adopt to reduce their stress. All educational administrators of Lahore city were considered population of this study. As there were many school in Lahore city. It was not easy to obtain the opinion of all the educational administrators of elementary schools. Hence a sample of 20 educational administrators was drawn from the Lahore city (govt. schools) randomly. A questionnaire was used as tool of research. It was consisted of 83 questions designed at 4-point scale (never, seldom, sometime, frequently) by farmer's books "stress management for human services".

Data Analysis:

Table 1

Percentage on statements

Q	No	Never		Seldom		Sometime		Frequently	
S	1	2	10%	1	5%	10	50%	7	35%
\\	2	1	5%	2	10%	11	55%	6	30%
\\	3	2	10%	3	15%	8	40%	7	35%
\\	4	6	30%	4	20%	7	35%	3	15%
\\	5	2	10%	4	20%	11	55%	3	15%
\\	6	10	50%	4	20%	2	10%	4	20%
\\	7	12	60%	3	15%	3	15%	2	10%
\\	8	12	60%	3	15%	5	25%	0	0%
\\	9	14	70%	3	15%	1	5%	2	10%
\\	10	6	30%	7	35%	7	35%	0	0%
\\	11	2	10%	4	20%	11	55%	3	15%
\\	12	3	15%	4	20%	11	55%	2	10%

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\\	13	3	15%	4	20%	11	55%	2	10%
\\	14	2	10%	5	25%	13	65%	0	0%
\\	15	8	40%	5	25%	7	35%	0	0%
\\	16	4	20%	7	35%	7	35%	2	10%
\\	17	4	20%	2	10%	13	65%	1	5%
\\	18	3	15%	7	35%	7	55%	3	15%

A: Stress is Due to

S: The source of stress is some personal problems.

S1. "Poor Physical Working Conditions (Noise, Temperature etc)"

50% administrator sometime feel, 35% administrator frequently feel, 10% never feel and 5%

administrators seldom feel stress due to this factor.

S2. "Work Overload" 55% administrator sometime feel, 30% frequently feel, 10% seldom feel and 10% never feel stress due to this factor.

S3. Time Pressure, 40% administrator sometime feels, 35% frequently feel, 15% seldom feel and 10% never feel strews due to this factor.

S4. "Poor Decision Making" 35% administrator sometimes feel, 30% never feel, 20% seldom feel, and 15% frequently feel stress due to this factor.

S5. "Lack of Job Security" 55% administrators some time feels, 20% seldom feel, 15% frequently feel, and 10% never feel stress due to this factor.

S6. "Lack of effective Consultation" 50% administrators never feel, 20% frequently feel, 20% seldom feel, and 10% some time feel stress due to this factor.

S7. Restriction on Behavior, 60% administrators never feels, 15% some time feels, 15% seldom feel and 10% frequently feel stress due to this factor.

S8. Poor Relation with Subordinates, 60% administrators never feels, 25% some time feels, 15% seldom feel and 0% frequently feel stress due to this factor.

S9. First Appointment, 70% administrators never feel, 15% seldom feel, 10% frequently feel and 5% some time feel stress due to this factor.

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S10. Trying to do Several Things at the Same Time, 35% administrators sometime feel, 35% seldom feel, 30% never feel, and 0% frequently feel stress due to this factor.

S11. Job Dissatisfaction, 55% administrators sometime feel, 20% seldom feel, 15% frequently feel and 10% never feel stress due to this factor.

S12. Inadequate Salary, 55% administrator sometime feel, 20% seldom feel, 15% never feel, and 10% frequently feel stress due to this factor.

S13. Long Journey at the Start and the Finish or Each Working Day, 55% administrators sometime feel, 20% seldom feel, 15% never feel and 10% frequently feel stress due to this factor.

S14. Insufficient Resources, 65% administrators sometime feel, 25% seldom feel, 10% never feel, and 0% frequently feel stress due to this factor.

S15. Unable to Understand Others Point of View, 40% administrator never feel, 35% sometime feel, 25% seldom feel and 0% frequently feel stress due to this factor.

S16. Competition for Advancement, 35% administrators seldom feels, 35% sometime feel, 20% never feel, and 10% frequently feel stress due to this factor.

S17. Problems of Subordinates, 65% administrators' sometime feels, 20% never feel, 10% seldom feel and 5% frequently feel stress due to this factor.

S18. Insufficient Knowledge of Workplace, 35% seldom feel, 35% sometime feel, 15% never feel and 15% frequently feel stress due to this factor.

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Table 2

Q	No	Never		Seldom		Sometimes		Frequently	
P	1	5	25%	2	10%	6	30%	7	35%
\\	2	1	5%	0	0%	10	50%	9	45%
\\	3	1	5%	2	10%	12	60%	5	25%
\\	4	6	30%	2	10%	7	35%	5	25%
\\	5	4	20%	4	20%	8	40%	4	20%
\\	6	2	10%	5	25%	12	60%	1	5%
\\	7	3	15%	6	30%	11	55%	0	0%
\\	8	4	20%	5	25%	10	50%	1	5%
\\	9	2	10%	1	5%	14	70%	3	15%
\\	10	4	20%	4	20%	9	45%	3	15%
\\	11	5	25%	3	15%	10	50%	2	10%
\\	12	4	20%	5	25%	9	45%	2	10%
\\	13	4	20%	2	10%	12	60%	2	10%
\\	14	6	30%	3	15%	9	45%	2	10%
\\	15	8	45%	3	15%	6	30%	3	15%

A: Stress is due to

S: The source of stress is some organizational problems.

P1: Loneliness, 35% administrators frequently feel, 30% sometime feel, 25% never feel, 10% seldom feel stress due to this factor.

P2: Financial responsibilities, 50% administrators sometime feel, 45% frequently feel, 5% never feel, and 0% seldom feel stress due to this factor.

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P3: Health Worries, 60% administrators sometime feel, 25% frequently feel, 10% seldom feel, and 5% never feel stress due to this factor.

P4: Recent Personal Failure, 35% administrators' sometime feel, 30% never feel, 25% frequently feel, and 10% seldom feel stress due to this factor.

P5: Problems with Family Members, 40% administrators some time feel, 20% never, 20% seldom, and 20% frequently feel stress due to this factor.

P6: Self Growing Older, 60% administrators sometime feel, 25% seldom feel, 10% never feel and 5% frequently feel stress due to this factor.

P7: Family Members Growing Older, 55% administrators feel sometime, 30% feel seldom, 15% feel never, and 0% frequently feel stress due to this factor.

P8: Always having to Act Nice to others, 50% administrators sometime feel, 25% feel seldom, 20% feel never, and 5%ffrequently feel stress due to this factor.

P9: Wishing to be Liked by Everybody, 70% administrators sometime feel, 15% frequently feel, 10% never feel, and 5% seldom feel stress due to this factor.

P10: Uncertainty about Future, 45% administrators' sometime feel, 20% never feel, 20% seldom feel, and 15% frequently feel stress due to this factor.

P11: Exerting other to Satisfy my Needs, 50% administrators' sometime feel, 25% feel never, 15% feel seldom, and 10% frequently feel stress due to this factor.

P12: Many Demands Placed on me, 45% administrators some time feel, 25% seldom feel, 20% never feel and 10% frequently feel stress due to this factor.

P13: Impatience, 60% sometime feel, 20% never feel, 10% seldom feel, and 10% frequently feel stress due to this factor.

P14: Lack of Self-Confidence, 45% feel sometime 30% feel never, 15% feel seldom, 10% feel frequently stress due to this factor.

P15: Feeling Unappreciated, 45% administrators feel never, 30% feel some time, 15% feel seldom and 15% feel frequently feel stress due to this factor.

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Table 3

Q	No	Never		Seldom		Sometime		Frequently	
H	1	1	5%	1	5%	15	75%	3	15%
\\	2	14	70%	1	5%	5	15%	0	0%
\\	3	6	30%	8	40%	5	25%	1	5%
\\	4	17	85%	2	10%	1	5%	0	0%
\\	5	16	80%	1	5%	3	15%	0	0%
\\	6	15	75%	1	5%	3	15%	1	5%
\\	7	2	10%	8	40%	9	45%	1	5%
\\	8	1	5%	9	45%	10	50%	0	0%
\\	9	0	0%	6	30%	14	60%	0	0%
\\	10	1	5%	5	30%	10	50%	4	20%
\\	11	1	5%	3	15%	15	75%	1	5%
\\	12	6	30%	3	15%	11	55%	0	0%
\\	13	11	55%	4	20%	5	25%	1	5%
\\	14	13	65%	2	10%	5	25%	0	0%
\\	15	5	25%	7	35%	5	25%	3	15%
\\	16	1	5%	1	5%	14	60%	4	20%
\\	17	1	5%	0	0%	17	85%	2	10%
\\	18	4	20%	0	0%	12	60%	4	20%

Effects of stress

H: Stress causes health problems.

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H1: Get Headache, 75% administrators feel sometime, 15% administrators feel frequently, 5% never feel, and 5% feel seldom stress due to this factor.

H2: Get Stomach Upset, 70% administrator never feel, 15% sometime feel, 5% seldom feel and 0% administrator frequently feel stress due to this factor.

H3: Do not feel good, 40% administrator seldom feel, 30% never feel, 25% frequently feel, and 5% frequently feel stress due to this factor.

H4: Get Stomach Pain, 85% administrator never feel, 10% seldom feel, 5% sometime feel and 0% frequently feel stress due to this factor.

H5: Have Trouble of Breathing, 80% administrator never feel, 15% sometime feel, 5% seldom feel, and 0% frequently feel stress due to this factor.

H6: Have Trouble of Breathing, 75% administrator never feel, 15% some time feel, 5% seldom feel, 5% frequently feel stress due to this factor.

H7: Feel Depressed, 45% administrators feel sometime, 40% feel seldom, 10% feel never and 5% frequently feel stress because of this factor.

H8: Feel Board, 50% administrators feel sometime, 45% administrator feel seldom, 5% feel never and 0% feel frequently stress due to this factor.

H9: Get Sick (Cold, Flu, etc), 60% administrators feel sometime, 30% feel seldom, 0% feel never and 0% feel frequently stress due to this factor.

H10: Feel Angry, 50% administrators feel sometime, 30% administrator feel seldom, 20% feel frequently and 5% feel never stress due to this factor.

H11: Feel Tense, 75% administrators feel sometime, 15% feel seldom, 5% feel seldom 5% never and 5% feel frequently stress due to this factor.

H12: Feel Hope Less, 55% administrator feel sometime, 30% feel never, 15% feel seldom and 0% frequently feel stress due to this factor.

H13: Have a Strange Thought, 55% feel never, 25% feel sometime, 20% feel seldom and 5% feel frequently stress due to this factor.

H14: Feel like no Body loves me, 65% administrator never feel, 25% feel sometime, 10% feel seldom and 0% frequently feel stress due to this factor.

H15: Feel Lonely, 35% administrator feel seldom, 25% feel never, 25% feel sometime and 15% frequently feel stress due to this factor.

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H16: Feel Powerless, 60% administrators feel sometime, 20% feel frequently, 5% feel seldom and 5% feel sometime stress due to this factor.

H17: Get Fatigue, 85% feel sometime, 20% feel never, 20% feel frequently and 0% feel never stress due to this factor.

H18: Forget many Things, 60% administrator feel sometime, 20% feel never, 20% feel never, 20% feel frequently and 0% feel seldom stress due to this factor.

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Table 4

Q	No	Never		Seldom		Sometime		Frequently	
\\	1	6	30%	2	10%	12	60%	0	0%
\\	2	10	50%	3	15%	7	35%	0	0%
\\	3	15	75%	0	0%	4	20%	1	5%
\\	4	8	40%	5	25%	7	35%	0	0%
\\	5	12	60%	3	15%	5	25%	0	0%
\\	6	9	45%	7	35%	4	20%	0	0%
\\	7	8	40%	7	35%	3	15%	2	10%
\\	8	11	55%	2	10%	3	15%	4	20%
\\	9	6	30%	5	25%	9	45%	0	0%
\\	10	9	45%	7	35%	4	20%	0	0%
\\	11	9	45%	5	25%	5	25%	1	5%
\\	12	10	50%	5	25%	5	25%	0	0%
\\	13	6	30%	8	40%	6	30%	0	0%
\\	14	11	55%	3	15%	3	15%	3	15%
\\	15	11	55%	3	15%	6	30%	0	0%

Stress causes organizational problems.

O1: Cancel or Postpone Appointments, 60% administrators sometime feel, 30% never feel, 10% seldom feel and 0% frequently feels stress due to this factor.

O2: Concerns and Issues at Work, 50% administrators never feel, 35% sometime feel, 15% seldom feel, and 0% frequently feel stress due to this factor.

O3: Blame and panelize others for Work Mistake, 75% administrators never feel, 20% sometime feel, 5% frequently feel and 0% frequently feels stress due to this factor.

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O4: Argue with Subordinates, 40% administrator never feel, 35% sometime feel, 25% seldom feel, and 0% frequently feel stress due to this factor.

O5: Criticize the Actions of Subordinates, 60% never feel, 25% feel sometime, 15% seldom feel and 0% feel frequently feel stress due to this factor.

O6: Lose Interest in the Job, 45% administrators never feel, 35% seldom feel, 20% sometime feel, 0% frequently feel stress due to this factor.

O7: Counts the Days for Retirement, 40% administrators never feel, 35% seldom feel, 15% sometime feel, and 10% frequently feel stress due to this factor.

O8: Deliberately Disobey rules and Regulations, 55% administrator never feel, 20% frequently feel, 15% sometime feel, and 10% seldom feel stress due to this factor.

O9: Frequently Watch the Clock, 45% administrator sometime feel, 30% never feel, 25% seldom feel, and 0% frequently feels stress due to this factor.

O10: Avoid Discussing Work with Subordinates, 45% administrator never feel, 35% seldom feel, 20% sometime feel and 0% frequently feel stress due to this factor.

O11: Try to Extend the Length of Tea Break, 45% administrator never feel, 25% seldom feel, 25% sometime feel, and 5% frequently feel stress due to this factor.

O12: Am Frequently Late for Work, 50% administrators never feel, 25% seldom feel, 25% sometime feel, and 0% frequently feel stress due to this factor.

O13: Do as Little Work as possible in Order to get by, 40% administrators seldom feel, 30% feel never, 3% feel sometime, and 0% frequently feel stress due to this factor.

O14: Fail to keep Records and forms Updated, 55% administrators never feel sometime, 15% seldom feel, 15% sometime feel, and 15% frequently feel stress due to this factor.

O15: Avoid taking with Subordinates, 55% administrators feel never, 30% feel sometimes, 15% feel seldom, and no administrators feel frequently feel stress due to this factor.

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Table 5

Q	No	Never		Seldom		Sometime		Frequently	
SS	1	0	0%	3	15%	2	10%	15	75%
\\	2	1	5%	2	10%	6	30%	11	55%
\\	3	2	10%	1	5%	7	35%	10	50%
\\	4	2	10%	6	30%	7	35%	5	25%
\\	5	12	60%	3	15%	5	25%	0	0%
\\	6	3	15%	6	30%	6	30%	5	25%
\\	7	0	0%	1	0%	2	10%	17	85%
\\	8	4	20%	3	15%	10	50%	3	15%
\\	9	6	30%	4	20%	10	50%	0	0%
\\	10	0	0%	3	15%	11	55%	6	30%
\\	11	1	5%	4	20%	12	60%	3	15%
\\	12	2	10%	4	20%	10	50%	4	20%
\\	13	5	25%	5	25%	9	45%	1	5%
\\	14	2	10%	6	30%	8	40%	4	20%
\\	15	1	5%	5	25%	9	45%	5	25%
\\	16	0	0%	3	15%	15	75%	2	10%

SS: Educational administrators manage their stress.

SS1: Take Proper Diet, 75% administrators frequently use, 15% seldom use, 10% sometime use and 0% never use this strategy to reduce stress.

SS2: Manage the Time, 55% administrators frequently use, 30% sometime use, 10% seldom use, 5% never use this strategy to reduce stress.

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SS3: Go for a Walk, 50% administrators frequently use, 35% sometime uses, 10% never use, and 5% seldom use this strategy to reduce stress.

SS4: Consult Subordinates, 35% sometime use, 30% seldom use, 25% frequently use and 10% never use this strategy to reduce stress.

SS5: Take Medicine, 60% administrators never use, 25% sometime use, 15% seldom use, and 0% frequently use this strategy or reduce stress.

SS6: Take some Exercise, 30% administrators sometime use, 30% seldom use, 25% frequently use and 15% never this strategy to reduce stress.

SS7: Pray to God (Mosque, Recite, etc), 90% administrators use this strategy, 10% sometime use, 0% never sue and 0% seldom use this strategy to reduce stress.

SS8: Evaluate the Situation, 50% administrators sometime use, 20% never use, 15% seldom use and 15% frequently use this strategy to reduce stress.

SS9: Relax myself by (Radio, T.V., Music, Reading, etc), 50% administrators sometime use, 30% never use, 20% seldom use and 0% frequently use this strategy to reduce stress.

SS10: Develop a Plan of Action, 55% administrator sometime use, 30% frequently use 15% seldom uses and 0% never uses this strategy to reduce stress.

SS11: Recognize myself and Control the Situation, 60% heads sometime use, 20% seldom uses, 15%frequently use, and 5% never use this strategy to reduce stress.

SS12: Go in the Company of my Friends, 50% administrator sometime use, 20% seldom use, 20% frequently use and 10% never use this strategy to reduce stress.

SS13: Prepare a Balance Sheet, 45% sometime use, 25% seldom use, 25% never use and 5% frequently use this strategy to reduce stress.

SS14: Change Sleep Patterns, 40% heads some time use, 30% seldom use, 20% frequently use, and 10% heads never use this strategy to reduce stress.

SS15: Identify the Sources of Stress, 45% heads sometime use, 25% seldom uses, 25% frequently use and 5% never use this strategy to reduce stress.

SS16: Improve the Feelings of Competency, 75% administrators some time use, 15% seldom use, 10% frequently use and 0% never use this strategy to reduce stress.

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Major Findings

1   "Poor physical working conditions (noise, temperature, etc)" simple percentage has value 50% which is equal to 50% so normal stress is accepted and stress due to this factor is normal.

2   "Work overload" simple percentage has P. values 55% which is greater than 50% so Ho normal stress is rejected and stress due to this factor is greater than normal.

3   "Time Pressure" simple percentage has P. value 40% which is less than 50% so Ho normal stress is rejected and stress due to this factor is less than normal.

4   "Poor decision making" simple percentage has P. value 35% which is less than 50% so Ho normal stress is rejected and stress due to this factor is less than normal.

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5   "Lack of job security" percentage has P. value 55% which is greater than 50% so Ho normal stress is rejected and stress due to this factor is greater than normal.

6   "Lack of effective consultation" simple percentage has P. value 20% which isles than 50% so Ho normal stress is rejected and stress due to this is less than normal.

7   "Restriction on behavior" simple percentage has P. value 15% which is less than 50% so Ho normal stress is rejected and stress due to this factor is less than normal.

8   "Poor relations with subordinates" simple percentage has P. value 25% which is less than normal 50% so Ho normal stress is rejected and stress due to this factor is less than normal.

9   "First appointment" simple percentage has P. value 15% which is less than normal value 50% so Ho normal stress is rejected and stress due to this factor is less than normal.

10   "Trying to do several things at the same time" simple percentage has P. value 50% so Ho normal stress is rejected and stress due to this factor is less than normal.

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Conclusion and Recommendations

Following organizational problems poor physical working conditions, work overload, lack of job security, job dissatisfaction, inadequate salary, long journey at the each working day causes normal stress. Insufficient resources, problems of subordinates cause stress greater than normal. Time pressure, lack of effect consultation, restriction of behaviors, poor relations with subordinates, first appointment, trying to do several things at the same time, unable to understand other's point of view, competition for advancement insufficient knowledge of workplace causes stress less than normal value for the educational administrators. To reduce stress Manage the time, go for a walk, relax myself by (radio, TV, music, reading), develop a plan of action, recognize myself and control the situation go in the company of my friends, prepare a balance sheet of work are adopted normally. Take proper diet, pray to Allah (mosque, recite, etc) recognize my needs are adopted greater than normal. Consult subordinates, take medicine, take some exercise, change sleep pattern, identify the source of stress, improve the feeling of competency are adopted less than normal value.

1   Source of stress is some organizational problems. So clear, understood and accepted goals are essential. They should be specific, measurable and realistic.

2   A programmed should provide both individual and organization benefits.

3   Educational administrators should clarify personal and professional goals.

4   They should develop personal coping skills such as exercise programmes, relaxation methods, proper diet and social networks.

5   They should take care to maintain good health, ability to participate in sports and outdoor activities and exercise programmers.

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6	The focus should be on the acquisition of skills, attitude, adjustment and modification of behavior that is a comprehensive approach.

7	They should avoid being inflexible to change and be more willing to try out new ways of behaving in order to reduce or minimize the consequences of stress.

8	They should establish a hierarchy of difficulty. This means that they draw up a list to identify problem areas according to the level of difficulty in handling the situation.

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